DOCUMENT RESUME

ED 044 732 CG 005 978

AUTHOR Hayman, Ed
TITLE Summer Pre-College Seminar. Camelot. The Challenge Story.
INSTITUTION Michigan Univ., Flint.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE Aug 70
NOTE 69p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.55
DESCRIPTORS College Bound Students, College Cooperation, *College High School Cooperation, *Counselor Training, Disadvantaged Youth, High School Students, Low Achievers, *Program Descriptions, *Underachievers, *Urban Education, Youth Opportunities

ABSTRACT

This paper discusses the 1970 Pre-College Seminar conducted by the University of Michigan Flint College for Flint high school students. A two phase program was designed to acknowledge the differing needs of the participants. The first phase was a six week program for all students without regard to their grade achievement. The second phase was devoted entirely to those students who had completed high school and planned to enter college in the fall. The specific objectives, a discussion of the students, and the program are all included. The report concludes with a list of recommendations. The second paper discusses Challenge, a program attempting to locate, recruit, tutor, and counsel inner-city underachievers and start them on the road to a college diploma. It is also designed to train high school counselors to work with students whose potential has not been measured accurately in the usual way. (Author/KJ)

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1970

SUMMER PRE-COLLEGE SEMINAR

REPORT

FLINT

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Lawrence F. Davenport

Director

Office of Special Projects

Sponsored By

University of Michigan, Flint College

The C. S. Mott Foundation

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"CAMELOT"

THE CHALLENGE STORY

By
Ed Hayman
Flint Journal
"Educational Writer"

sponsored by

THE UNIVERSITY
OF MICHIGAN
AT FLINT

and

THE C.S. MOTT
FOUNDATION

Reprint from article of
Flint Journal, August 16, '70

"C A M E L O T"

THE CHALLENGE STORY

Sponsored By

University of Michigan - Flint

C. S. Mott Foundation

Story by Ed Hayman

Flint Journal

August , 1970

NOTES ABOUT THE AUTHOR

Ed Hayman is a native of Cleveland, Ohio. After high school graduation he attended Ohio State University Later he attended Eastern Michigan University.

Mr. Hayman has been a technical writer for Bendix Corporation Aerospace Systems Division in Ann Arbor, Michigan. He has served in the U.S. Navy where he was primarily stationed at Norfolk, Virginia. After duty he was positioned in Newport News, Virginia as a reporter for the Daily Press. At the present he is an education writer for the Flint Journal.

Mr. Hayman is married and is the proud father of two children.

" CAMELOT "

A young man stands on a street corner in the inner city and imagines, far off shining like Camelot in a world different from his own, the university.

To him it is almost unreal, a place where only "smart" people or those with money are able to go. It is the destination of kids who make high scores on commercial batteries of tests and take college preparatory courses in high school.

But it is not, he is convinced, a place for the likes of him.

Even if the university would accept him, which he suspects is not even a wildly remote possibility, he thinks he would never make it through the first semester.

Exploring the mysteries of Camelot is for somebody else...or so he thinks.

As recently as five years ago, the young man would have been correct in measuring his chances of going to most colleges and universities.

Traditionally, with a "general" high school background, poor grades and low exam scores, he would have been stamped "unqualified" for college study.

But this is 1970 - a "New World" as we are constantly being told - and an increasing number of American educators on all levels believe that the traditional college entrance standards are no longer valid for everybody.

The ranks of the disinfranchised, they maintain, are full of potential college graduates, and it is society's responsibility to find and help them.

Amont this group of educators is the staff of the Challenge program at Flint

College of the University of Michigan. The program is headed by Lawrence F. Davenport, Director of Special Projects at Flint Michigan.

Financed primarily by the Mott Foundation, Challenge attempts to locate recruit, tutor and counsel inner-city underachievers and start them on the road to a college diploma.

The program now in its third year, also is designed to train high school counselors to work with students whose potential has not been measured accurately in the usual ways.

Challenge is really two different programs, one for high school students under a special program.

Each program has ignored traditional means of evaluating a student's worth, and each has a record of success that speaks for itself.

Challenge I, for high school students from the 10th to 12th grades began two years ago as a summer workshop for 30 high school juniors.

It was expanded with an injection of Mott money in the summer of 1969 to 62 high school students recommended by their teachers and counselor for a six-week seminar.

This summer, 52 students attended the tiny seminar classes, which emphasize close personal attention to each student as he is tutored in basic math, science and communications skills.

In his annual report on the program, Davenport said the group of Challenge I students who began the seminar in 1969

had an average high school grade point average of 1.7 with less than half having attained an average of 2.0 (a grade of C).

In January of this year, Davenport wrote, the high schools to which the students returned reported that the Challenge students' grade average had risen to 2.2. Only nine per cent failed to show any improvement, he said, while some rose to better than a B average.

The results of Challenge II are even more dramatic.

In the fall of 1969, a group of 28 students from the inner city were admitted as freshmen to Flint U of M.

"Under ordinary circumstances," Davenport, wrote, "Not one of these young people would have been eligible for admission because their Scholastic Aptitude Test (SAT) scores, high school grades and other measures used to predict success in college indicated they would be unable to achieve."

The entering Challenge freshman, he said, had an average SAT score of 341 compared to the well over 500 average most Flint M freshmen have. He said the Challenge students entered with a high school grade average of 1.7 compared to about 3.4 for the others.

"It was predicted that the Challenge students' grade average as freshmen in college would be 1.2," he wrote. "Their actual grade point average was 2.4" at the end of the first semester compared to about 2.2 for average freshmen.

He said 25 students finished the first year and will return this fall. Those who dropped out, he said did not

do so because of academic failure.

The Challenge freshmen received individual counseling tutoring if they needed it and took a special class in freshman English.

Each Challenge student was assigned a counselor who was also a graduate student at the University of Michigan in Ann Arbor, participating in the counselor-training part of the Challenge program.

The training of future high school counselors Davenport thinks, may be the most important part of the program.

Under the supervision of Doctor Charles Baty of the U of M in Ann Arbor, Challenge has trained 51 counselors since 1968, with 13 working full time on the Flint campus for the first time this summer.

"Almost all the counselors in the program now are from the Flint area and will work in high schools here Davenport said.

Each counselor trained in the program, he said, will work with about 300 students per year when he joins the staff of a high school.

In the program, counselor-trainees work with individual students a certain number of hours per week and then discuss the results of the interviews with Baty and his staff.

"There are special problems in counseling inner city-youth," said Dr. Marvin J. Roberson, Dean of Student Services at Flint M. A counselor must learn to understand "the psychology of the inner city."

He knows the program will keep growing because former Challenge students are turning out to be excellent recruiters. The word is getting around.

Maybe that young man standing on the street corner will hear about it and decide that he, too, can explore the mysteries of Camelot.

Reprint from Flint Journal, August 16, 1970

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Dean of Flint U of M

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Miss Faye Joseph	Northwestern
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Dr. Allan Silberton

Student Committee

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Oceania Cross
Stella Lyles
John Nelson
Darrell Garrett

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FOREWORD

The University of Michigan Flint College is pleased to render this report on the 1970 Pre-College program and wishes to express its sincere thanks to the Mott Foundation for its interest and support. The College is also indebted to the area school counselors and teachers who helped to identify candidates for the program.

The experience gained in the previous two summers led to a number of adjustments and improvements in presentation which help to account for some of the rather striking achievements this year. The significant gains recorded in reading level, vocabulary, and writing ability are certainly noteworthy for a group that had not previously performed up to its potential and often had unrealistic perceptions of past achievement levels. The low drop-out rate and the high level of interest over the six summer weeks are indeed gratifying. The work provided in science and in drama this year was an interesting and welcome addition.

Much credit goes to the able and devoted program staff under the direction of Mr. Lawrence F. Davenport, and to the workers in the Counseling Practicum under Dr. Charles Baty. We believe that they together have performed an outstanding service for the Flint community.

David M. French

Dear Colleague,

It is with pleasure that we share with you the news of our selection by the CEEB Exam Board and Antioch College to attend the "National Emergency Conference to Develop Programs of Higher Education for Minority and Poor Youth" to be held from September 14 - 18, 1970 at Antioch College.

The Committee reviewed one hundred and ten programs and only 25 were selected. Quoting from their letter of August 8, 1970: "We are attempting to select the programs and individuals who have had the most experience and success in this field."

We, of the Challenge Program, are very happy to have been selected as one of the 25, and because of the interest that you have shown in our progress previously, we thought that you would like to share in our happiness at this time.

Sincerely,

Lawrence F. Davenport
Director of Special Projects

LFD:ym

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1970

SUMMER PRE-COLLEGE SEMINAR

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Mary Ann Porter

Cassie Thomas

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Head Practicum Supervisor

Dr. Charles Baty

INTRODUCTION

The 1970 Pre-College Seminar is the third annual summer program of its kind to be conducted by the University of Michigan Flint College for Flint high school students who have been identified as having college-success potential but who have high school records that would exclude them from admission to most colleges and universities under regular admission procedures. Students who have completed their sophomore (10th), junior (11th) or senior (12th) years are eligible for participation. The program is designed to increase the academic, social and motivational levels of behavior of the students.

A two-phase program was designed this year to acknowledge the differing needs of the participants. The first phase was a six-weeks program for all students without regard to their grade achievement, particularly in the areas of reading and writing.

The second phase, a one-week session commencing after phase I, was devoted entirely to those students who had completed high school and planned to enter college in the fall. Special attention to each student's most pressing academic needs was given to help as much as possible with his specific adjustment to the demands of college.

PURPOSE

For a variety of reasons students who display potential do not always achieve the success in high school they are capable of, and as a result, they go no further. This represents a loss of resources to society. It is our desire to motivate and assist these potentially successful students. In order to meet their needs it is necessary to work with them before they enter college, as well as providing supportive services once they are in a college program.

OBJECTIVES

1. To encourage students to remain in school.
2. To improve the academic grades of the participating student.
3. To improve the student's reading efficiency.
4. To help the student increase his writing proficiency.
5. To improve interpersonal relationships of the students.
6. To counsel the student so that he may achieve the following behavior and attitudes:
   a. greater self-understanding
   b. greater ability to seek and locate information
   c. better social relations
   d. greater self-esteem
7. To provide meetings with parents regarding the progress of their child.
8. To educate parents concerning the opportunities that exist for their children.

Pre-College Summer 1970 Results

I. Attrition

The attrition rate for the Summer Pre-College Workshop, 1970, was relatively low. Out of sixty students enrolled, only nine failed to complete the program. However, it should be noted that no stipend was given to seminar students this summer.

II. Reading

From various indications, there has been significant gain in the comprehension and vocabulary level of each participant. The participants in the six-week program have demonstrated an average growth of twenty-five percent (25%) in vocabulary. Ten percent (10%) of one group achieved instructional reading levels of grade 14 and better.

Students were divided into two groups. Fifteen percent of group "B" were reading material at grade 14 level and comprehending this material at the 85% level. All persons in group "B" were reading at the 11th grade level or better at the close of the program. (These percentiles are based on national norms for grades completed on entering the program.)

Group "A" was composed of persons who were functional leaders below the 40% for their grade level on entering the Challenge Program. Within this group all participants achieved at least one year's grade level of functional reading achievement during the six-week program. All participants demonstrated progress in reading comprehension.

III. Writing

Students progressed remarkably in such areas as:

1. Spelling
2. sentence completeness
3. subject-verb agreement
4. pronoun-antecedent agreement
5. diction

The pre- and post- test scores show progress in almost every case in which the student was present for both pre- and post-tests. In some cases the progress is as notable as the movement from a "D" to a "B". It is felt, however, that a movement of one grade or even a half-grade demonstrates the worth of the writing program.

IV. Drama

Lectures, demonstrations, group exercises and group readings of several one-act plays brought multiple aspects of "theater" into consideration. Those students participating in the production of Jules Feiffers's "Crawling Arnold" especially deserved praise for their participation in the program.

While the emphasis was not upon acting, the students explored, in depth, the symbolism and levels of meaning in "Crawling Arnold." Students learned some of the responsibilities inherent in using acting as a communication skill.

V. Communication Skills

Communications sessions were organized as a means both to develop individual social skills and to provide response to individual needs. Subjects centered around issues such as problems with school counselors, value systems, racial attitudes, individual and national leadership, learning to work within the social system.

Communications revealed a high level of motivation present in the group as a whole. Students were however, frequently unrealistic or uninformed concerning their own current level of achievement and how much skill would be required to attain goals they had established for themselves.

VI. Math and Science

There was fear that math and science were so difficult that students in general refused to attempt to work at all. However, through the use of group experiments, etc., students became more motivated.

The students were surprised at what math ability they really had and were generally proud of their understanding of mathematics. It is hopeful that this first really positive experience in a math or science classroom has helped the students achieve better grades and more importantly, have a better understanding of the rigid world of mathematics and the ordered world of science.

VII. Special Events and Activities

This program is not only concerned with the students educational needs, but also in meeting his social and cultural needs. Thus various other activities were planned for this purpose.

A. Field Trips

1. Planetarium
2. Wayne State University
3. Oakland University
4. Western Michigan Univ
5. DeWater Art Gallery
6. Sloan Museum

B. Student Dance

This dance was planned and organized by the students themselves. Over 200 young people attended the activity.

C. Newspaper

The paper was written and edited by the students. It was entitled "News and Views."

D. Drug Seminar

Seven Challenge students received scholarships from the University of Michigan School of Pharmacy to attend a two-week drug seminar in Ann Arbor. The seminar laboratory experiences and field trip to UpJohn Pharmaceutical Company in Kalamazoo, Michigan.

E. Picnic

The program sponsored a picnic at Kearsley Park during the fourth week of the session.

STUDENTS

Students for the 1970 Pre-College Seminar were recruited from the Flint high schools where they were identified by counselors and teachers as pupils with college potential but who were achieving below levels required for college admission.

Lists of names of student candidates were submitted and representatives of the Special Projects Office then visited each Flint community high school and interviewed prospective participants. The purpose of the program was explained fully to the student, including the fact that no stipends were to be given this year, and his reaction and interest were noted. A combination of factors including a written statement by the counselor and the individual's own expressed interest was used to determine selection.

A total of 60 students were invited to participate representing the following categories: 9 boys and 4 girls from Central High School; 11 boys and 5 girls, Northern; 12 boys and 13 girls, Northwestern; 2 boys and 1 girls, St. Michael; 1 boy from Kearsley and 1 boy and girl from Southwestern. Of the participants 21 were graduated seniors, 23 had completed the 11th grade, and 13 the 10th grade. Their average age was about 17 years.

Prior to the beginning of the program, students were brought to Flint College for a Saturday morning to learn more about the program and to be tested for reading ability. The latter test was used to determine distribution in classes.

PROGRAM

Following upon suggestions arising from the 1969 program, a significantly expanded effort was planned for the current year. Staff of the Special Projects Office selected faculty began meetings in early spring to put together a program that covered seven areas: 1) Reading, 2) Writing, 3) Math and Science, 4) Drama, 5) Communications, 6) Counseling and 7) Special Events.

The planning efforts grew upon the guidance and expertise of university faculty, public school counselors and former seminar participants to bring comprehensive insights to bear upon program development.

Those objectives and an assessment of the program and its results are contained in the sections immediately following.

Personnel secured to work in each of the component areas were asked to establish objectives for their areas before the program began. These objectives served as guidelines while the program was in session and will serve as criteria for evaluation later.

W R I T I N G

Mr. James Heynen
Mr. Mark Amy
Mr. Karl Porht
Mr. Richard Plourde
Miss Maria Bartkiw

GOALS AND OBJECTIVES

1. Diagnose the instructional and independent reading level for each student in the program.
2. Establish the reading speed for each participant in the program at the time of entering.
3. Provide an opportunity for each participant to evaluate his competence in reading and plan a program to strengthen the identified weakness.
4. Have each participant examine his former pattern of reading to extend his interest horizons in literature.
5. Review word attack skills and develop confidence in meeting new words.
6. Develop the ability to identify main ideas in paragraphs.
7. Provide systematic instruction in the development of each participants' reading vocabulary.
8. Develop the abilityto use a thesaurus and a dictionary as basic reference books.
9. Provide supervised training and instruction in the use of a library and the card catalogue.
10. Provide systematic instruction in specific study skills such as S Q 3R and be able to apply the method to school materials.
11. Develop a competence in outlining material read for class assignment.
12. Integrate the reading program with other academic summer programs.

READING

The participants in the six week program have demonstrated an average growth of twenty-five percent (25%) in vocabulary. Ten percent (10%) of one group achieved instructional reading levels of grade 14 and better.

There is no one method of teaching reading and writing skills to the culturally disadvantaged student. The main cause of poor reading ability resides in the fact that this clientele has not had adequate preparation in "standard English" and its usage. Reading has been defined as the symbolic use of language in which the student obtains meaning from printed symbols. In this Challenge program a major emphasis has been placed on developing the students ability in comprehension, vocabulary and word attack skills.

The reading sessions conducted under the University of Michigan-Flint College are as emphasized:

Motivation

Vocabulary development

Reading comprehension

Guided silent reading

Oral re-reading

Semantic variations of words

The collaborative efforts of the Writing and the Reading program have served to emphasize the mastery of "Standard" English. The basic approach involved the following objectives:

Diagnosis of the instructional level for each participant in the Reading Program.

Reading program.

Placement of each participant in reading material at his own instructional level.

Systematic instruction in the development of the participants' reading vocabulary.

Periodic progress tests of each participant.

Final standardized achievement designed to measure progress.

FINAL RESULT OF READING PROGRAM

The Challenge Reading Program emphasized standard English and reading comprehension. Those participants who completed the program demonstrated an average of 27% growth in reading comprehension at their grade level. Fifteen percent of group "B" were reading material at grade 14 level and comprehending this material at the 85% level. All persons in group "B" were reading at the 11th grade level or better at the close of the program. These percentiles are based on national norms for grade completed on entering the program.

Group "A" was composed of persons who were functional readers below the 40% for their grade level on entering the Challenge Program. Within this group all participants achieved at least one year's grade level of functional reading achievement during the six week program. All participants demonstrated progress in reading comprehension.

Those students who are to be freshmen in September should have continued an intensive learner support and guidance in the basic reading and study skills of the subjects they will be taking. This is especially true for any members of group "A".

WRITING

Students made considerable progress in their writing session. Progress in certain areas of writing is not difficult to judge. We know by testing, for example, that almost all students who attended regularly progressed remarkably in such areas as:

1. spelling
2. sentence completeness
3. subject-verb agreement
4. pronoun-antecedent agreement
5. diction

These are items which can be judged objectively. However, there are other areas which are an integral part of the writing process, which are equally important as mechanical competence, but which are more difficult to judge. Some of these are:

1. imaginative power
2. analytical power
3. depth of perception
4. ability to organize

We feel that concerns such as these are perhaps most important in teaching students to write. Many of the students have come to realize, with us, that writing requires not only mechanical skills but also imaginative and reasoning power. We have stressed the

pre-writing stages in the writing process--the stages of thinking, analyzing, imagining. We have tried to answer the question, "What must one do before he puts his pen to the paper?" It is with these pre-writing considerations that we feel the students have shown the most progress, though they are the areas must difficult to judge. We have found, however, that students who previously spent one or two hours worrying before they would start to write, now approach the writing experience confidently. They have learned to think, to trust their imagination. With their new self-confidence many of them now approach "writing rules" with a greater willingness, with a realization that they have something to write and therefore need the mechanical skills to do the writing.

GOALS AND OBJECTIVES

The goals are not only to increase the students' writing ability but to increase their desire to write. The greatest task is motivational--stimulating the mind and imagination--with the assumption that ideas, not skills, are most essential for effective expression.

This does not mean that mechanics and grammar will be neglected. It does mean, however, that special emphasis will be placed upon pre-writing procedures. Although it is important that the students write much and soon (part of a training skill and ease in writing is a simple matter of acquiring the habit of making the pen move), it is even more important that they have the proper mental attitude before they begin. They must also be excited about what they are thinking. It is in this area of pre-writing that the plan is to be most innovative and experimental.

FINAL WRITING REPOR

I. Testing Scores

The testing scores whow pre- and post-test scores for each student, plus comments by instructors. The additional comments include appraisals which the scores may not hav indicated and any special recommendations the instructor felt would be useful for follow-up work with the student.

Interpretation of Scores

The pre- and post-test scores show progress in almost every case in which the student was present for both pre- and post-tests. In some cases the progress is as notable as the movement from a "D" to a "B" grade. This, of course, is extraordinary for a writing course of such a short period. We feel, however, that a movement of one grade or even a half-grade demonstrates the worth of the writing program. We might add, also, that the most marked progress quite consistently corresponded to the student's attendance.

II. Final College-Preparatory Week

Subject matter covered. We tried to use the final week as a general motivational period for college work. For example, we not only worked on particular writing problems, but discussed books that would be useful for them as well.

Although the one week was a short pericd to accomplish anything substantial, we do feel we helped establish positive attitudes toward writing and college work generally for most of the students. And, in a few cases, there was evidence of some real progress in writing skills.

PRE- AND POST-TEST RECORD--WRITING

PRE-T$ST

	Cent. idea & anal.	Suppt. mat.	organ.	expres.	lit.	total
HEYNEN						
PLOURDE						
AMY						
POHRT						
BARTKIV						

AVERAGE _____

POST-TEST

	Cent. idea and anal.	Suppt. mat.	organ.	expression	lit.	total
HEYNEN						
Plourde						
Amy						
Pohrt						
Bartkiv						

Average _____

FINAL COMMENTS AND RECOMMENDATIONS:

INSTRUCTIONS FOR STANDARD RATING OF THEMES

Central Idea and Analysis

The "C" paper clearly states or implies a reasonably restricted thesis or proposition on a significant subject which is appropriate to assignment. The purpose of the theme is expository, argumentative, or critical, as the assignment requires, and is not principally narrative or descriptive; or otherwise the pertinence would not be clear. The introduction shows the relation of the central idea to the assigned topic. Once the narrowed theme continues to focus on that idea throughout the paper. Key terms are defined when necessary. The body of the paper is clearly divided into an appropriate number of significant steps, reasons, issues, or other considerations of approximately equal or ascending importance which lead the leader to understand or even to accept the central idea.

The "B" or "A" paper presents a central idea which is especially challenging or significant for freshmen. The analysis reflects superior understanding of the issues or other considerations involved and, in the best papers, relates these meaningfully and interestingly to the concerns of the reader.

The "D" or "F" paper may deal with a subject which is trite or inconsequential even for freshmen. It presents a main idea which is vague or too broad, or it wanders from one thread of a topic to another

without weaving them into a unified pattern of development. Frequently the paper contains a number of paragraphs only two or three sentences in length. The theme may seem to have been written merely to fulfill the assignment, not to communicate. If the theme clearly does not fulfill major consideration of the assignment, the paper does not deserve to pass.

Supporting Material

The "C" paper explains or supports its general statements with enough relevant facts, figures, specific instances, quotations, or other details to make the paper clear. The supporting material may be drawn largely from the student's experience, or it may be obtained by reading or other means. After it has been made clear that a student is expected to acknowledge the sources of his information and quotations, he does this, either by footnotes or by informal mention in the text of the paper.

The "B" or "A" paper qualifies its statements and supports them more concretely, perhaps even with fresh and interesting details. The best papers indicate the conclusiveness of supporting evidence, showing that an instance of illustration is typical, or that a sample is representative; or they present material which is surprising or reassurance is necessary.

The "D" or "F" paper may contain a considerable amount of material which is irrelevant, over obvious, contradictory, or biased. Rather than offer evidence, it may depend upon hypothetical example, forced analogy, or mere rhetoric. Note: Instructors are required to report cases of suspected or outright plagiarism to the Chairman of Student Relations.

Organization

The "C" paper employs an introduction, body, and conclusion, although in short papers the introduction and conclusion may not always be long enough to occupy separate paragraphs. The introduction makes clear the purpose or central idea of the theme. Each paragraph of the body presents or implies a clear topic sentence, and explains or supports the topic in a unified manner. Transitions from paragraph to paragraph are clear, though not always smooth. The conclusion restates and emphasized the central idea without introducing new material or irrelevancies.

The "B" or "A" paper introduces the central idea so that it engages the concern or interest of the reader. The paragraphs often have internal divisions and transitions, perhaps using such techniques as comparison and contrast, cause and effect, or problem and solution. The conclusion is emphatic, often suggesting the larger significance of the restricted central idea.

The "D" or "F" paper has little apparent pattern of development or one which depends upon such redimentary transitions as "firstly," "secondly," and "thirdly" or an excessive use of introductory rhetorical questions. The introduction and conclusion often are terse to the point of abruptness.

Expression

In "Expression" in the "C" paper, shows evidence of being moderately concise and varied in diction and sentence style without too many errors or infelicities. The indicated number of points for the following types of errors is totaled, and the sum is

converted into the rating indicated in the scale below.

Two points are added for each example of extensive wordiness, loosely strung out sentence, wrong word meaning, excessive co-ordination, unnecessary shift in subject or verb, poor parallelism, dangling or squinting modifier and unclear or illogical word order or subordination.

One point is added for each example of trite dicion, ambiguity, unintended connotation, deadwood, ineffective repetition, and uni-diomatic use of a preposition or other word.

CONVERSION SCALE FOR "EXPRESSION"

Total Points Per 400 Words:	21 and over	16-20	11-15	6-10	0-5
Rating:	F (1)	D (2)	C (3)	B (4)	A (5)

The rating for "Expression" may be raised or lowered one step if the total points do not seem to adequately reflect the rater's general impression of the expressiveness of the paper.

Literacy

"Literacy" is rated in much the same way as "Expression" except that a special provision is made to prevent a paper from being drawn into the "B" or "A" bracket merely because of an absence of gross errors.

Add five points for each run-on sentence and each sentence fragment and comma splice.

Add three points for each misspelled word the first time it is misspelled. Variant spellings are not misspellings. (If in doubt, consult Donald Emery's Variant Spellings in Modern American Dictionaries, NCTE, 1958.) The three point penalty is based on the assumption that the student has access to a desk dictionary.

Add two points for each example of subject-verb disagreement, pronoun-anticedent disagreement, unclear pronoun reference, incorrect verb form, non-stylistic omission, and other strikingly ungrammatical construction. Also add two points for each clearly erroneous use of period, colon, semicolon, question mark, and quotation marks.

Add one point for each error in hypenation of compounding of words, capitalization, and punctuation not covered above, and for each example of carelessness.

Conversion Scale for "Literacy"

Total Points Per 400 Words:	21 and over	11-20	0-10
Rating:	F (1)	D (2)	C (3)

Certainly the adequate paper should be written or typed clearly, with reasonably neat margins, in a theme booklet or on appropriate paper. Appropriate paper is white bond (not onion skin) measuring 8 1/2" by 11" and not having the frayed edge of a page torn from a spiral binding. If out-of-class themes are not typed, they should be written in ink, never in pencil on the final draft. The final draft should be proofread carefully before it is submitted, last-minute corrections being neatly written in ink and exclusions made with a single line. If footnotes or a bibliography is included, some acceptable and consistent style should be followed. If a manuscript deviates markedly from this form, its rating is lowered one or two steps.

Over-All Grade

A theme must be passing in each of the five categories in order to receive a passing over-all grade. If a theme receives an "F" in any one category, its over-all grade is "F". If a theme receives at least a "D" in each category, its over-all grade is found by referring to the total number of points below.

Conversion Scale for Over-All Grade

22-23	A	16	C+	12	D+
21	A-	14-15	C	11	D
20	B+	13	C-	10	D-
18-19	B				
17	B-				

M A T H / S C I E N C E

Mr. Benjamin Engelman
Miss Glenda Watkins

GOALS AND OBJECTIVES

1) To demonstrate facility in the multiplication and division of polinomials.

2) To be able to solve simple equations.

3) To be able to identify and use simple trigonometric functions and recognize their scientific significance.

4) To express a simple physical assurance in mathematical terms

5) To increase their ability in the use of laboratory equipment

6) To increase their power of observation and be able to express their observations more clearly

7) To become familar with the use of an electronic calculator (and hopefully tap the resources of a computer)

8) To overcome the fear of simple physical phenomena e.g. a gas laser

9) To gain an appreciation for the role of the scientist in society

10) To appreciate the order and exactness of the Physical Universe.

With the appreciation for the defeatest attitude on the part of most of the students on this program, the instructor will try to build on skills already held by the students. The labs will be designed to that precision and correctness will <u>not</u> be the major goals. The labs also will be simple enough so that a maximum amount of positive feedback will be given to students.

The Math/Science section encountered some problems which can be directly related to the subject matter itself. There is a fear that math and science are so difficult that students in general refuse to attempt to work at all. With this in mind and the other motivational problems that the students had, we tried to so some group experiments, such as measuring the height of different objects, outside using their shadows. We also "played" with air tracks. Question and answer type classes were conducted.

The students were surprised at what math ability they really had and were generally proud of their understanding of mathematics. It is hopeful that this first really positive experience in a math or science classroom tha helped the students to achieve better grades and more importantly, have a better understanding of the rigid world of mathematics and the ordered world of science.

For those who will be freshmen at the University of Michigan-Flint College in the fall, the final two weeks of the program consisted of lectures by a biologist, a laser expert, and a math instructor; all of whom were from the University of Michigan-Flint College itself. Also included was a computer demonstration and instruction on the use of electronic calculators. A tour of the resources for math and science study aids, such as books in the Mott library, and tutoring services in each specific discipline were provided during this period.

D R A M A

Mr. Jerry Shimon
Mr. Anderson Johnson
Mr. Barry Golden

DRAMA

Objectives

Lectures, demonstrations, group exercises and group readings of several one-act plays brought multiple aspects of "theatre" into consideration. Those students participating in the production of Jules Fieffer's "Crawling Arnold" especially deserve praise for their participation in the program.

While the emphasis was not upon acting, the students explored, in depth, the symbolism and levels of meaning in "Crawling Arnold."

Students learned some of the responsibilities inherent in learning to use acting as a communication skill.

A. To encourage interest in Theatre and Theatre Arts as a form of communication.

B. To provide practical experience in Drama and its elements.

C. To further self-awareness and self-confidence through an elementary understanding of and participation in actual performance.

C O M M U N I C A T I O N S S K I L L S

Mr. George Spear
Miss Lois Bowman

COMMUNICATIONS

Communications sessions were organized as a me ns both to develop individual social skills and to provide response to individual needs. The total group was divided into four small groups so that each participant might have greater opportunity for active participation.

The sessions were devoted to subjects that students themselves usually identified as being of importance or current interest. Subjects centered on such issues as problems with school counselors, value systems, individual and national leadership, learning to work within the social system, conscious and unconscious racial attitudes. Students also were given insight into the purposes of counseling, vocational opportunities, and in turn gave feedback concerning the progress of the program as it sought to serve their needs.

Communications revealed a high level of motivation present in the group as a whole. Members were future-oriented and displayed unusual regard for educational goals. They were, however, frequently unrealistic or uninformed concerning their own current level of achievement and how much skill would be required to attain goals they had established for themselves.

Following are lists of objectives established for the sessions and the ground rule under which the sessions were conducted.

I. Objectives

1. Learn to use group membership to advance individual goals and needs.
2. Learn to contribute to decision-making in groups.
3. Discover techniques for problem-solving.
4. Learn to improve self-concept.
5. Discover and analyze personal value criteria.
6. Learn about expectations for students in college programs.
7. Provide opportunity for feedback to program progress.

II. Ground Rules for Group Members

1. Everyone is free to say what they feel.
2. Everyone is expected to help make group decisions.
3. Nobody is allowed to take over.
4. Everyone is expected to participate.
5. See this as a chance to air out problems.
6. Feel free to make suggestions about program.
7. Try out new ideas with members of the group.
8. Listen to what other people have to say to you.
9. Share how you feel with others.
10. Think about how our behavior is affecting others in the group.
11. Think about how their behavior affects the way we act.

SPECIAL EVENTS

SPECIAL EVENTS AND ACTIVITIES

Recognizing that students' needs are of greater dimension than can be satisfied by regular classroom or school-like experiences, a variety of special events were planned to broaden perspectives, give opportunity for individual initiative to develop and solicit support of parents and the home for participants.

I. Field Trips

Planetarium
Wayne State University
Oakland University
Western Michigan University
DeWater Art Gallery
Sloane Museum

II. Parent's Night

During the fourth week of the program fourty parents met with staff members at the college to learn more about the seminar and to their children's activities.

They were given insights into college admission problems by Flint College Admissions officer, Mogens Jensen, and then heard from staff members about various program areas.

Instructors were available for individual conferences following the general meeting and parents were given the opportunity to discuss their own child's problems and progress.

Parents were appreciative in their response and indicated strong support for the students and the program.

III. Student Dance

A student organized dance was a highlight social event with 200 youths from the community on hand.

"The Unlimited Funk" band was the feature attraction.

Students took full responsibility for the event, securing the band, soliciting door prizes, soft drinks and potato chips; developing promotional materials and selling tickets. The students were encouraged by the staff, but showed remarkable organizational ability and initiative in carrying out the detail work,

IV. Newspaper

A student written and edited newspaper intended to encourage expression and to serve as a learning tool, was published with articles submitted through the writing department. Articles covered the broad spectrum of student interests and experience from comments on the program, to racial issues, to community problems, to women's liberation.

The "News and Views" served as a medium for students' opinion and concerns as well as a means of recognizing creative talents.

V. Drug Seminar

Seven Challenge students received scholarships from the University of Michigan School of Pharmacy to attend a two-week drug science seminar in Ann Arbor.

The seminar consisted of daily class sessions and laboratory experiences. Tours were made of UpJohn Pharmaceutical Company in Kalamazoo, Michigan. There they were able to observe the workings of a large company as well as learn about career opportunities.

VII. Picnic and Coffee Hours

For purely social purposes, the program sponsored a picnic--complete with fried chicken, pop and watermelon--at the Kearsley Park recreation area during the fourth week of the seminar. Also instituted was a daily coffee and cookie break. The daily break proved to be the needed ingredient for students to weather the rigorous 8:30 a.m. to 1:00 p.m. schedule imposed by the curriculum requirements.

FIELD TRIPS

Because Flint is rich in cultural facilities to which many of our students had not previously been exposed, students toured the DeWaters Art Center, Sloane Museum, and the Robert T. Longway Planetarium. Besides exploring the Flint College and cultural center, Summer Seminar students visited the campuses of three other colleges.

At Wayne State Univerility, Summer Seminar students were allowed to sit in on classes after being given a tour of the campus by the Upward Bound students. Later our students were entertained at an assembly presented by Team #1 of the Wayne State Upward Bound program.

Near the beginning of August our students were invited back to Wayne State to attend a state-wide conference where they heard such speakers as Noah Brown, Vice president of Student Affairs at Wayne State; Congressman John Conyers; and Leonard Spearmen from the Office of Educational Opportunity in Washington, D.C. The conference wss centered around the theme "Today's Youth Who Will Become Tomorrow's Leaders."

Our students also attended a conference centered around drug abuse at Oakland University. Speakers presented their views on the social, legal and medical effects of drugs on today's youth. William Lucas, Sheriff of Wayne County; Dr. John Burton, medical examiner for Oakland County; Ernest Brown, a councilman from Detroit were among those who spoke to young people from all over the state.

At Western Michigan University students attended an assembly where they were informed of the opportunities awaiting them if they should decide to attend Western; after which they were escorted by

Western Michigan students on a bus tour of the campus. The visit to Western ended with a talent show presented by students from Western's Project 74.

Through their field trips, we hoped to awaken out students to opportunities open to them at other universities, and to give them an idea of what life on a large campus would be like; as well as giving them a field view of what cultural advantages Flint has to offer them.

STUDENT PROFILE

Southwestern:

Counselors: Miss Andrews
Mr. Moore
Mr. Johnson

Student Participants:

Male	Female
1	1
66%	33%

Grade of Student in Fall:

11	12	Post
	1	2
	33%	66%

Age of Student:

15	16	17	18
	1	2	
	33%	66%	

Deceased Parent:

1

Size of Family:

1	2	3	4	5	6	7	8	9	10	Over
	2	1								
	66%	33%								

Education of Father:

8	9	10	11	12	Post	Less than 8	Unknown
				2	1		
				66%	33%		

Education of Mother:

8	9	10	11	12	Post	Less than 8	Deceased
				1	1		1
				33%	33%		33%

Occupation:

Father:	G. M. Employee	Carpenter
	2	1
	66%	33%
Mother:	Assistant Principal	House Wife
	1	1
	33%	33%

Skilled	Skilled
1 33%	1 33%
Unskilled	**Unskilled**
2 66%	0
Deceased	**Deceased**
0	1
Unknown	**Unknown**
0	0

St. Mike

Counselor: Miss Francios

Student Participants:

Male	Female
1	1
50%	50%

Grade of Student in Fall:

11	12	Post
1		1
50%		50%

Average: 12 grade

Age of Student:

15	16	17	18	19
		1	1	
		50%	50%	

Average: 17.5

Deceased Parent:
0

Size of Family:

1	2	3	4	5	6	7	8	9	10	Over	Unknown
										1	1
										50%	50%

Average: 11

Education of Father:

8	9	10	11	12	Post	Less than 8	Unknown
							2
							100%

Education of Mother:

8	9	10	11	12	Post	Less than 8	Unknown
						1	1
						50%	50%

Occupation:

Father:	Factory 1 50%	Skilled 0
	Unskilled 1 50%	Unknown 1 50%
	Deceased 0	
Mother:	Factory 1 50%	Skilled 0
	Unskilled 1 50%	Unknown 0
	Deceased 0	Housewife 1 50%

Flint Northern:

Counselor: Miss Hoppock, Mr. Ricelli, Mr. Percival, Mr. Sutphen

Student Participation:

Male	Female	
83%	7 46%	Total 15

Grade of Student in Fall:

11	12	Post	Unknown	
	6	2	0	
46%	40%	11%		
				Average grade 11.6

Age of Student:

15	16	17	18	19	Unknown	
1	4	7	2	1	0	
6%	26%	46%	13%	6%		
						Average 16.8

Deceased Parents:

2
13%

Size of Family:

2	3	4	5	6	7	8	9	10	Over	
4	4	2	2	1	2				1	
26%	26%	13%	13%	6%	13%				6%	
										Average 4.8

Education of Father:

8	9	10	11	12	Post	Unknown	Less than 8
1				1	6	7	
6%				6%	40%	46%	

Education of Mother:

8	9	10	11	12	Post	Unknown	
2		2			5	7	
13%		13%			33%	46%	
							Average 11.37

Occupation of Parents:

Father:	G. M. Employees		Banker	
	11		1	
	73%		6%	
	Doctor		Skilled	
	1		2	
	6%		12%	
	Unskilled		Unknown	
	11		1	
	73%		6%	
	Deceased			
	1			
	6%			
Mother:	G. M. Employees		Secretary	
	2		1	
	12%		6%	
	Housewife		Nurse	
	1		3	
	40%		20%	
	Sales Clerk		Skilled	
	1		4	
	6%		26%	
	Housewife		Unskilled	
	6		3	
	40%		20%	
	Unknown		Deceased	
	3		1	
	20%		6%	

Flint Northwestern:

Counselors: Mr. Marsh, Mr. McLennan, Mr. S. Collins, Mr. Wallen, Mr. Gothe, Miss Joseph, Mr. Chard, Mrs. Yvonne Cox

Student Participants:

Male	Female
9	
45%	

Total 20

Grade of Pre-College Students in Fall:

11	12	Post	Unknown
7	6	7	0
35%	30%	35%	

Average grade 12

Age of Student Participants:

15	16	17	18	Unknown
1	6	9	3	1
5%	30%	45%	15%	5%

Average age 17 yrs.

Deceased Parents:
0

Size of Family:

1	2	3	4	5	6	7	8	9	10	11	Over
			1	2	5	3	2	2	1	3	1
			5%	10%	25%	15%	10%	10%	5%	15%	5%

Average: 7.90

Education of Father:

8	9	10	11	12	Post	Unknown	Less than 8
2	2	1	4	2	5	3	1
10%	10%	5%	20%	10%	25%	15%	5%

Average 10.58

Education of Mother:

8	9	10	11	12	Post	Unknown	Less than 8
3		2	3	5	4	3	0
15%		10%	15%	25%	20%	15%	

Average 11.11

Occupations of Parents:

Fathers:	Personal, Fisher, G.M.	1	Desk Clerk	1
	G. M. Employee	12	Credit Manager	1
	Machine Repair	1	Tool & Die	2
	Committee Man	1	Truck Driver	1
	Skilled	6 30%	Unskilled	14 70%
	Unknown	0	Deceased	0
Mother:	Teacher	2	Housewife	10
	G. M. Employee	1	Cook	1
	Board of Education	1	Waitress	1
	Teacher's Aid	1	Saleswoman	2
	Accountant	1	Skilled	5 25%
	Unskilled	5 25%	Housewife	10 50%
	Deceased	0	Unknown	0

Flint Central:

Counselors: Mr. Payne, Mrs. J. Davis, Mr. Himman, Mrs. J. Davis, Miss Chapel, Mrs. Kacznski

Student Partic pants:

Male	Female
12	4
75%	25%

Total 16

Student Grades in Fall:

11	12	Post	Unknown
3	9	3	1
18%	56%	18%	6%

Average 12

Age of Student Participants:

15	16	17	18	Unknown
2	5	6	2	1
12%	31%	37%	12%	6%

Average 16.53

Deceased Parents:
0

Size of Family:

1	2	3	4	5	6	7	8	9	10	Over
		1	2	2	2	6	1	1		
		6%	12%	12%	12%	37%	6%	6%		

Average 5.75

Education of Father:

8	9	10	11	12	Post	Unknown	Less than 8
1	1			1	6	3	2
				6%	37%	18%	12%

Average 8.5

Education of Mother:

8	9	10	11	12	Post	Unknown	Less than 8
	2		1	5	3	3	
	12%		6%	31%	18%	18%	

Average 12.3

Occupations:

Fathers:	Supervisor 1	G.M. Employee 4
	Dispatcher 1	Construction 1
	Decorator 1	Psychologist 1
	Dry Cleaners 1	Apprentice 1
	College Professor 1	Cement Contractor 1
	Skilled 7 43%	Unskilled 4 25%
	Unknown 2 12%	Deceased 0
Mother:	Drapier 1	G.M. Employee 1
	Teacher's Aid 1	Secretary 1
	Manager 1	Compact 1
	Housewife 6	Seamstress 1
	Reading Specialist 1	Skilled 6 37%
	Unskilled 3 18%	Housewife 6 37%
	Deceased 0	

OVER-ALL BREAKDOWN OF OCCUPATIONS OF PARENTS OF STUDENTS ENROLLED IN SUMMER PRE-COLLEGE SEMINAR PROGRAM

Fathers:

G. M. Employees
31
56%
Carpenter
1
1.8%
Construction
1
1.8%
Banker
1
1.8%
Doctor
1
1.8%
Dispatcher
1
1.8%
Psychologist
1
1.8%
Dry Cleaners
1
1.8%
Apprentice
1
1.8%
College Professor
1
1.8%
Contractor
1
1.8%
Personnel
1
1.8%
Desk Clerk
1
1.8%
Credit Manager
1
1.8%
Machine Repair
1
1.8%
Tool & Die
2
3%

Mothers:

G. M. Employees
6
10%
Housewife
24
43%
Assistant Principal
1
1.8%
Drapier
1

Teacher's Aid
2
3%
Manager
1
1.8%
Secretary
2
3%
Compact
1
1.8%
Seamstress
1
1.8%
Reading Specialist
1
1.8%
Teacher
2
3%
Cook
1
1.8%
Board of Education
1
1.8%
Waitress
1
1.8%
Saleswoman
3
5%
Accountant
1
1.8%

STUDENT'S PARENTS' OCCUPATIONS continued...

Committee Man	Nurse
1	1
1.8%	1.8%
Truck Driver	
1	
1.8%	

OCCUPATIONS:

Father:	Unknown	Skilled
	4	16
	7%	29%
	Unskilled	Deceased
	32	1
	58%	1.8%
Mother:	Unknown	Deceased
	3	2
	5%	3%
	Skilled	Unskilled
	16	12
	29%	
	Housewife	
	24	

STUDENT PROFILE OF PARTICIPANTS IN SUMMER PROGRAM

Student Participants:

Male:	Female:
31	24
56%	43%

Grade of Student in Fall:

11	12	Post	Unknown
18	22	15	1
32%	40%	27%	1.8%

Average 11.94

Age of Students:

15	16	17	18	19	Unknown
4	16	25	8	1	1
7%	29%	45%	14%	1.8%	1.8%

Average 16.74

Deceased Parent:

3
5%

Size of Family:

1	2	3	4	5	6	7	8	9	10	Over
	8	6	5	6	8	11	3	3	1	6
	14%	10%	9%	10%	14%	20%	5%	5%	1.8%	10%

Average 6.32

Education of Father:

8	9	10	11	12	Post	Less than 8	Unknown
4	3	1	4	7	18	3	15
7%	5%	1.8%	7%	12%	32%	5%	27%

Education of Mother:

8	9	10	11	12	Post	Less than 8	Unknown
5	2	4	4	11	13	1	15
9%	3%	7%	7%	20%	23%	1.8%	27%

Average 11.17